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## ERRORS IN THE USE OF PREPOSITIONS.

### II.—OMISSIONS.

THERE is a single use of the preposition *of*, which properly ought to have been noticed in our former article, but which we will now note before proceeding to the errors to which this paper is to be given. It occurs in the sentences, "Nearly all of the passengers were injured;" "He spent all of his time in reading." This use of *of* is not ungrammatical. It is not strictly an error. It is simply an inelegance, one of those little things that characterize a feeble style. For, without the *of*, the expression is not only more elegant but stronger. Compare "All of his life" with "all his life," "All of our efforts" with "all our efforts." When *all* depends upon a pronoun following it, the preposition is necessary: "all of us," "all of them," "all of whom," etc. Yet, even here, it is often preferable to dispense with the preposition, and place *all* after the pronoun. Thus, "Miserable comforters are ye all" is more forcible and elegant than "Miserable comforters are all of you." So, too, "In presence of them all" is better than "In presence of all of them." In fact, the form, "we all," "us all," "they all," etc., will often be found to be much terser and better than the form "all of us," "all of them," etc.; though

both, in a grammatical point of view, are equally correct and proper.

The colloquialism "all of a day," as in the sentence "*All of a day* was spent in the search," of course does not come into the above class, and is not referred to in what has been said.

But we pass on to notice a few omissions. The omission of a preposition is by no means necessarily an error. In very many cases it is both allowable and elegant. But sometimes it is of questionable propriety, while in other instances it is plainly unjustifiable. Of these the following are samples.

1. Where two (or more) partitive terms are used, one of which requires *of* while the other may be used without it. Example: "*Two or three or all* the boys may accompany you." The expression "all the boys" is doubtless stronger than "all of the boys," and, other things being equal, is to be preferred. But such combinations as "two the boys" and "three the boys" will hardly pass as English. Correctness, therefore, requires the insertion of *of* after *all*—"Two or three or all of the boys," etc. Each of the partitive words will then sustain a like and proper grammatical relation to the phrase "of the boys." Another example, similar to this, is the following from a no less forcible writer than Herbert Spencer: "The conspicuousness of *one* or both *the phenomena*."—*First Principles*, p. 129, *Appleton's Ed.* The expression "one the phenomena" is an obvious solecism and really meaningless. The preposition *of* should not, therefore, be omitted after *both*. So in all similar instances.

2. The omission of *of* after a participial noun preceded by *the* or some other definitive term, (as in the sentence, "*The confining them* to this principle has misled them,") is noticed and condemned by grammarians generally. And yet it occurs very frequently, as does also the using of *of* improperly after a participle without any preceding definitive. Thus, "Some were employed in *blowing of* glass, others in *weaving of* linen, others again [in] manufacturing the papyrus."—*Gibbon, Decline and Fall, Chapter X.* We say the using of *of* "improperly;" for there is a similar use of the word that is perfectly proper. No one, for example, would

condemn the following, though no limiting term precedes the participle: "On *hearing of* the accident they started off forthwith;" "He was condemned for *speaking* too freely of their faults;" "They were commended for *giving* freely of their substance to aid the undertaking." An accurate speaker, however, will not confound these cases. Writers are much more likely to be betrayed into saying "*The keeping* great counsels, where made, always goes with the ability to make them."—*N. Y. Times*. And yet correct writers do not naturally form such combinations.

3. A very common and apparently growing impropriety is afforded in the following example: "The line where the main battle was fought was one half to three quarters of a mile in length." It consists in the omission of *from*—in this instance before *one half*. The following afford additional examples: "I could command means enough to purchase *ten to twenty* acres;" "The green corn was *eighteen inches to two feet* high." It is obvious enough whence this error sprang. This, however, does not make it any the less an error, or justify in any measure its use. It may often be readily avoided by substituting *or* for *to*, as in the sentence "After having gone eight *to* [or] ten miles, we discovered our mistake;" or in the following, "The obelisk is a beautiful shaft, rising *to* perhaps 125 *to* [or] 150 feet." It certainly is more elegant to say "rising to perhaps 125 or 150 feet," than "rising to perhaps from 125 to 150 feet," while the meaning is essentially the same. All sentences, however, cannot well be corrected in this manner. Take, for example, the sentence "Strawberries are selling at \$7 to \$10 a quart." The prices referred to are supposed to vary all the way, more or less, from \$7 to \$10; hence, the true form for the sentence is, "Strawberries are selling at *from* \$7 to \$10 a quart;" *i. e.*, at prices ranging from \$7 to \$10. We should ourselves about as soon think of saying "We went New York to Philadelphia by rail," as of saying "We passed over the road in two to four hours." The one is certainly as correct as the other. Then as to the meaning, if it is nonsense to say "We went New York," it is equally nonsensical, after saying "We passed over the road in two hours," to add "to four hours." The truth is, whether

*hours* be considered as the object of *in*, modified by the phrase "from two to four," or as understood after *two*, while the words "a period varying," or something similar, be supplied after *in*, the preposition *from* is needed to limit in one direction the extent limited by *to* in the other. Hence, the necessity of saying "We passed over the road *in from two to four hours*." The same reasoning holds good in the other and all similar cases.

4. Occasionally a writer is found who drops the preposition *of* from the phrase "of no use," meaning "useless, to no purpose." The following is an example: "It would be *no use* to prove to an army that such and such means were likely to enable them to conquer," etc.—*Eng. Synonyms*, p. 136. This is as bad as saying *in vain* for *vain*.

5. Others, again, improperly omit the preposition *in* before a participle following the word *use*, as in the sentence "There is no use mincing words about it." It should be "no use *in* mincing words," etc. In the EDUCATIONAL MONTHLY for 1868, on page 74, may be found another example: "There's no use sending on the school-master." The error, indeed, is not an uncommon one.

6. A still more common one, however, is the omission of *from* before a participle following the word *prevent*; as in these sentences: "The rims of the wheels are four inches wide, so as to *prevent* them *sinking* into the ground." "Providential circumstances *prevented* his blows *being* effective." "This they were unfortunately *prevented doing*." "We interposed just in time to *prevent* him *carrying* out his design." In all these instances the participle is used without any governing word. The preposition *from* should be introduced before the participle, or else the preceding objective, where there is one, should be changed to the possessive: "Prevent them *from* sinking," or "prevent *their* sinking;" "prevented his blows *from* being effective," or "prevented his *blows*, being effective;" "were prevented *from* doing;" "to prevent him *from* carrying out," or "prevent *his* carrying out his design."

7. There is a class of verbs which, when followed by a certain preposition, have one meaning; as, to *be through*; and, when followed by the same word and another prepo-



sition, have still another meaning: as, to *be through with*. To illustrate, take the two sentences, "I am through the book," and "I am through with the book." The former is equivalent to "I have read the book through;" the latter, to "I have no further use for the book." Hence, one may consistently say, "I have been *through* the book, though I am not yet *through with* it." The following is another example: "He *went through* (traversed) the State in three days;" "The proceedings were faithfully *gone through with* (carried out) as pre-arranged." To omit the *with* in the latter cases would rob the words of their conventional meaning, and leave the true meaning of the writer to be inferred. And yet this omission is sometimes made. It was only a few days since that we observed the following instance of this in one of our morning papers: "The formal ceremony of giving possession to the Commissioners of the grounds for the Centennial Exposition was *gone through* yesterday at Philadelphia." The writer meant that the ceremony was performed or attended to, not that it was endured, or sustained, or penetrated, or traversed, or otherwise dealt with. He should, therefore, have used *with* in addition to *through*—"was gone through with." The following sentence affords an example of a correct use of words in this respect: "He feared the Earl of Antrim had not steadiness of mind enough to *go through with* such an undertaking."—*Clarendon*.

8. Before laying down our pen, we would notice an instance generally condemned by grammarians, but we think inconsiderately. In such a sentence as "I dislike the way *that* he acts," or, "Would I had spent in retirement these thirty-three years *that* I have possessed my kingdom," the use of *that* for *in which* or *during which* is undoubtedly to be condemned. There is really nothing in the connection to warrant it. But when the antecedent noun is governed by a preposition (implied if not expressed) which would need to be repeated before *which* if this word were used instead of *that*, (as in the sentence "*In the day that* [*in which*] thou eatest thereof thou shalt surely die,") the use of *that* without the governing preposition seems to us to be both allowable and justifiable. And yet grammarians make

no distinction here. Gould Brown, for example, in his condemnation of this very form, not only does not distinguish it from the other, but makes himself appear ridiculous. He says, "This mongrel construction of the word *that*, were its justification possible, is common enough in our language to be made good English. But it must needs be condemned, because it renders the character of the term ambiguous, and is such a grammatical difficulty as puts the parser at a dead nonplus."—*Gram. of Gram.*, p. 303. What a reason for a scholar to give! Good idiomatic English to be condemned and abjured, because a "parser" is nonplused by it! There need be no ambiguity as to "the character of the term." And as to its "grammatical difficulty," that is more imaginary than real. The relative *that*, as every tyro in English grammar knows, is never preceded by its governing word. This, when a preposition and expressed, always stands at or near the end of the clause; as, "the thousand natural shocks *that* flesh is heir *to*." But the preposition is not always expressed. The foregoing sentence affords an example of this. If expressed, the sentence would read, "In the day *that* thou eatest thereof *in*, thou shalt surely die." This, however, is exceedingly harsh. And yet it can hardly be admitted that the apparent harshness of the wording gave rise to the omission of the preposition. It seems rather to have arisen from the fact of the preposition's being implied in the regimen of the antecedent. The following examples will illustrate this: "*At* the same time that [=at which] men are giving their orders, God is giving his."—*Rollin's Hist.*, ii. 106. "Thou shalt go *to* all that [=to whom] I shall send thee."—*Jer.* i. 7. "You found fault with our victuals [*on*] one day that [=on which] you were here."—*Swift*. "It was only *in* 1835 that [=in which=when] Strauss published his 'Life of Jesus.'"—*N. Am. Review*. "It is *in* the country that [=in which=where] the Englishman gives scope to his natural feelings."—*Irving Sk. B'k*.

"Are appetites and lusts laid down

With the same ease that [=with which] man puts on his gown?"

—*Cowper*.

Indeed, as Brown says, this construction is common enough. And in all such cases, the omission of the prepo-

sition may, not improperly, be considered and called omission by implication, or because of its being implied in the government of the antecedent. Being thoroughly idiomatic in its nature and well authorized, we have no hesitancy in regarding it as perfectly legitimate. If any prefer the stiffer form—"In the day *in which* thou eatest thereof"—we have no controversy with them. Only for ourselves we should, in very many cases, give the other, which is the more natural English form, the preference.

S. W. W.

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### VENTILATION.

ONE of the pleasantest pictures of the "olden time" is that of the family gathered around the open wood fire. Distance has lent such an enchantment to the view that we long for the days of the open fire place, unmindful of the discomfort of having the back freezing and the face burning at the same time. There is much romantic interest in watching the flames as they assume various shapes; now a castle, now a tree, or a "monster dire" appears, lingers for a moment, and then makes way for other fanciful shapes. There is sociability too in the crackling flames, not perhaps of the loud, talkative kind, but a quiet content, a rumination. We feel as if we would like to be cats that we might express our perfect content by purring. Our fore-fathers have been raised to the highest bravery by an appeal to defend their hearths. But those times are gone. Imagine a general urging on his men by telling them to strike for their registers! Every arm would fall nerveless at the thought of these black holes breathing out heat, as if it were the breath of some monster. We found that we could warm ourselves without letting the greater part of the heat escape up the chimney, so now we have closed our windows and doors by double sashes and weather-strips, and from November to May breathe a vitiated atmosphere.

However pleasant the old-fashioned fire place was, its chief value was as a ventilator to keep the air fresh and pure.

That is one cause of the ruddy good health enjoyed by former generations. Our neglect of ventilation is a marvel of stupidity only to be accounted for by our ignorance of the subject. Air is composed of two gasses, oxygen and nitrogen, in the proportion of 20.81 parts of the former, to 76.99 of the latter. Oxygen nourishes animal life. At each breath we consume  $8\frac{1}{2}$  per cent. of it, or more properly speaking we change it, for it combines with the carbon of the blood and issues from the lungs as carbonic acid gas. This is destructive of animal life. So if we determine the amount of air in a closed room, and the quantity we consume at each respiration, we can calculate how long it will be before the oxygen will be exhausted and animal life will cease to exist. Were there no counteracting influences the air would eventually become so impure that we would perish. Although the atmosphere extends for miles above us, and its quantity is so great that we can hardly estimate it, still the constant breathing of animals would finally change the oxygen to carbonic acid gas. This settling first in the hollows would slowly rise up the sides of the mountains, until the highest peak would be covered. But the air which gives us life is not permitted to destroy us. By a beautiful provision of nature the gas, which is poison to us, is life to the vegetable world. Breathing it in with its myriad mouths, it gives it forth again in the form of oxygen. Thus the two worlds, the animal and vegetable, support each other.

Blood is our life, and yet no known substance is more perishable than it. Without constant renewal from the air it perishes. Compared with it the insects, whose ephemeral existence furnishes an illustration of the brevity of life, enjoy a long existence. A description of the lungs would assist us in understanding this part of our subject, but we must content ourselves with saying that they are the common meeting place of the air and the blood. The two sets of vessels are separated by a division so film-like, that it admits the passage of the oxygen to the blood and the carbon of the blood to the air. Should the air force its way into the blood vessels, or the blood into the air vessels, death would ensue. The pulsations of the heart drive the blood

to the lungs, while the air is forced down to meet it. If the air be pure the blood bounds back through the veins, bearing vigor in its current, but if the air be impure its flow is languid, and it carries disease and death with it. The action which takes place is precisely that which occurs in a fire. In fact every animal is on fire, the tissues being burned and renewed until, after a time, the whole body has been renovated.

We understand the necessity of supplying air to our fires, but there is greater need of furnishing it to those internal fires which, once extinguished, can never be re-lighted. It is strange that we do not obtain an adequate supply of fresh air when it is all about us, and to be had almost for the wishing. Day and night, in winter and summer, there should be some place through which the fresh air can come into our dwellings.

Nowhere is the want of ventilation more felt than in the school-room. Every teacher knows how sometimes the pupils seem possessed by the demons of stupidity and inattention. They are drowsy, and appear absolutely unable to comprehend the most simple explanation. The reason is that the air has been breathed so long that it has lost much of its vitalizing power. In summer the windows of the school-room should be open all the time, unless adequate ventilation be otherwise provided. In winter the room should be aired once an hour. For this purpose a recess of ten minutes may be given, and we think more will be accomplished in the remaining fifty minutes than in the sixty, if no fresh air be admitted. "What," some may exclaim, "let all the heat out and the cold in?" Yes, let the heat out. It will do no harm, for the internal fires will burn the brighter because of the fresh air.

But there is another reason for these hourly recesses. An hour at one mental occupation is enough. At the end of that time the mind needs rest or change. Try to study hard for that length of time and see how tired you will be at the end of it. It is trying for a grown person, but for a child it is well-nigh insupportable. The fear of punishment may have a restraining effect for a time, but at last nature will rebel and the tired faculties will seek relaxation in some sort

of mischief. A teacher has not only a present powerful influence but a prospective one as well. A few simple laws of health explained and enforced during school days will vastly benefit the rising generation.

In every school there are some who linger over their books when recess is announced ; they are the " best scholars." Pale and narrow chested, they are the teachers' delight, and the pride of their parents. Applause awaits them as at examinations they parse, " Let there be light," or triumphantly tell the number of inhabitants in Timbuctoo. True, they have a great deal of knowledge which will be beneficial if they know how to use it, but they enter life with shattered health, a burden to themselves and to others. All such pupils it is the teacher's religious duty to drive out into the fresh air. Knowledge is valuable but not so much so as health. This remedy of fresh air is very simple and easy to procure, too simple perhaps to gain much attention, but it will prove very efficacious and will richly reward a trial.

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### LITTLE BOSTON.

JUST opposite my window is a Kindergarten, and I derive much amusement and satisfaction from watching the children at their play.

The little world is very like the great one outside, and these small citizens enact many of the scenes that are taking place in the city that lies beyond their garden walls. So capitally do they play their parts that one can easily guess what is going on, and needs no play-bill to give the *dramatis personæ*.

The yard is divided by a wide flight of steps and a low wall ; the boys play in the upper part, the girls in the lower, the steps being the boundary ; a sort of society platform, beyond which neither may pass, but where both sides may meet when so minded.

Up in the paved yard the little lads mimic their fathers in many ways, and unconsciously set their elders a good



example in some things. I observe that any attempt at cheating in the traffic of marbles, string, knives or apples, that goes on so briskly at times, is at once exposed and punished. Honesty is so plainly the best policy, that these young business men promptly excommunicate swindlers, no matter if they wear velvet knickerbockers, and live in swell-front houses.

I also observed that during the election these small politicians, though much interested, neither bribed, threatened nor fought their opponents, but amicably discussed the merits of the rival candidates, with a good deal of "My father says," and "My father thinks," to add weight to their arguments.

They marched and countermarched with paper lanterns, minus all light except the sunshine of their own bright faces; they unfurled remarkable banners to the breeze, and when one side cheered heartily for "Horace Dreeley," the other side blithely responded with "Free 'rahs for Drant!" And often, in the enthusiasm of the moment, both parties cheered everybody promiscuously.

It gave me satisfaction to observe that none of these little gentlemen descended to unjust or ungenerous criticism, unmanly abuse, or coarse caricature of the future President, which-ever man might win that uncomfortable honor.

The very worst they did in the heat of that exciting time was to have an old hat on a pole, and put little sticks in their mouths for cigars. It was so funny to see how quickly these small men caught up the watchwords of their elders and imitated their jokes, that I wished both candidates would set young America better examples in costume and habits. To me one very pleasing feature in this late election was the fact that many small women voted. They did not demand the ballot with loud protests, denunciations or appeals; they did not even ask for it; but several bright-eyed little ladies sat on the upper step, watching the fun with such interest, as they tore up an old copy-book to make votes of, and offering such wise and witty suggestions that it seemed to occur to the gentlemen that it would be but just, to say nothing of civility and gratitude, to ask these helpful friends to take part in the duties of the day.



"Ho, girls don't vote!" cried one little foggy in a plaid suit, that made him look like an animated checkerboard.

"Well, I don't see why they can't. Mamie gave us her copy-book, and Nelly lent us all her pencils to write the names. 'Tisn't fair not to let 'em vote if they want to. Do you?" asked a rosy-faced gentleman, with bright buttons sowed broadcast over his blue jacket.

"I like to play what you play, Willy," answered Mamie, looking up at him with such a confiding air that Bright-Buttons decided the matter at once by handing her a bit of paper, with the friendly explanation:

"If you vote for Greeley, put H. G. on that, and if you go for Grant, put U. G."

"What shall you put on yours?" asked grateful Mamie, with the amiable weakness of her sex.

"Shan't tell. You've got to do it all yourself;" and away went Buttons to put more votes into several chubby hands mutely outstretched to receive them.

"I say, Nelly, how do you spell 'Lysses Grant? L. G., isn't it?" asked the plaid gentleman, forgetting his prejudices as soon as the point was carried, and condescending to ask help of the weaker vessel, who gladly gave it, without a word about past wrongs.

"You can't come into our yard, and we can't go into yours, so we'll pass a hat round, and you can put your votes in all nice, don't you see?"

And Buttons gallantly spared the ladies the unforgivable sin of quitting their sphere to go to the polls, by handing round his sailor hat, into which they carefully laid the crumpled papers, with tipsy-looking letters scrawled on them.

'Lysses Grant was elected, with such cheering, firing of pop-guns, and throwing up of hats, that the cats flew off the sheds in all directions. Then the entire population took hold of hands and danced round, singing a song not included in the campaign melodies, being a lively mixture of "Ring around a rosy," "Capt. Jinks," and "Yankee Doodle."

A general game of tag followed, in which all party feeling was forgotten; and when a bell rang, the citizens returned to their duties none the poorer or the worse for the election.

Shutting my window, I went back to my own affairs much impressed by this quiet settlement of the vexed suffrage question, wondering how long the older women would sit at the top of the steps helping their friends while waiting to be asked to share the pleasures as well as the penalties of equal liberty ; and I accepted the child's play as a good omen that the hat would soon be passed to them by some just and generous brother, who believes that they have heads as well as hearts.

The late fire was all reënacted for my benefit on the little stage opposite. Alarm-bells rang, firemen, with caps hind part before, and jackets wrong side out, "ran with the machine" as briskly as the brave neighbors who dragged the larger engine twelve miles to help extinguish the real fire.

Ropes were thrown over the fence, and a great swarming up and down the walls followed, with shouts, and cheers, and an occasional smash of the old box, which represented the valuable stock of all the great firms that suffered.

There was no drunkenness, no thieving, and but very few arrests, during this terrible conflagration, which spoke well for the order of the city.

When the first excitement was over these curly-headed city fathers met on the wall, and, after much discussion, set up a post-office in the big box, which seems to work smoothly, if one may judge from the rapid delivery of letters and papers in all parts of the yard.

The ladies did their part nobly ; first, in saving dolls of all sorts from a fiery death, then in nursing the sufferers, who lay in shawl beds on the steps, and running round with bundles of relief, like distracted ants on an ant-hill.

The boys make the most noise, I observe, but stick to the old games and do things according to rule. The girls play more quietly, but their inventive faculties are marvelous, and I am often puzzled by the new plays they get up.

Of course they imitate their mammas, gossip, "dress up," pay calls, have tea-parties, and attend to their children. But even in their mimicry they improve upon the examples set them, in a way that mammas would do well to follow.

They take a great deal of exercise, which appears to have

an excellent effect upon their nerves; they do not leave their children to the care of servants, and their housekeeping is of the simplest description.

If all the young ladies in Boston would dance the German in the morning, as these damsels do, take a good run round the Common, and dress as sensibly as my small neighbors dress, they would keep their youth and beauty longer, and what is better than either, their health.

These little mothers walk with their children, feed, teach and wait upon them with a devotion beautiful to see, and I am sure that this generation of dolls will be the better for it.

It is delightful to find that in this circle clothes do not make the woman, for the little girl in a faded sack, with copper-toed boots and a shabby hat, is the queen of society, because she is the brightest, honestest and sweetest-tempered.

They call her Hatty, and she leads them all, even the dainty Lilys and Mauds, in their embroidered cambrics, gay sashes and fashionable hats with half a milliner's stock on the top.

Sometimes she keeps school for them, and then the dullest goes to the bottom of the class, no matter how splendid she may be. If any one is rude or cross, Hatty leads her to a dim retreat under the steps, and leaves her to reflect upon her sins for a time. But very soon she goes and peeps in, smiling sweetly as she beckons the small sinner out, kisses and restores her to society again without reproach or scorn.

If any one is hurt in either yard, Hatty runs to comfort the sufferer; even the noble beings up aloft call her to bind up their hurts with her microscopic handkerchief, to wipe away their tears, and send the wounded heroes back to the fray with a consoling pat and a cheering nod.

I am fond of this stout-hearted, tender-handed Hatty, and fancy she will make her own way in the world by the magic of courage, cheerfulness and good-will. Her strong-mindedness seems to be of the right sort, womanly and winning, with good sense and tact at the bottom. I wish her all success, and trust that the little feet in the copper-toed boots will not find the road before them very hard to travel.

One of the favorite games among these ladies is "honey-pots," and I never see them playing it without wishing that

we elders did the same, metaphorically speaking. I discover that whenever other games lose their charms, when squabbles seem imminent, or spirits begin to flag, some wise little soul calls out, "Let's play honey-pots!" and at it they go, swinging and lugging one lively pot after the other till all are bubbling over with fun.

Why don't we find something that can do for us what this childish game does for these small women, and for a time, at least, endeavor to forget our nerves, our cares and our vanities, in trying to see which can be the strongest and the sweetest?

Of course there is love-making in Little Boston, and very pretty love-making it is, too, without falsehood or manoeuvring, very little coquetry, and I trust no worldly-mindedness. Simple and sincere are the loves of my young Romeos and Juliets, and very tender are the trysts they keep on the red steps or at the creaking gate.

Bright-Buttons fondly adores a small charmer in a red hood, and often leans pensively on the wall watching her play below. At times his passion moves him to break all bounds; he slides down the baluster, gives his darling a bite of his apple, a suck of his orange, or the larger half of his candy, and then tears back again to play leap-frog with redoubled relish.

Little Red-hood returns these favors with smiles, throws him kisses, tosses back his ball when it comes over the wall, and lets him play with her bright hair when they trot home from school together.

Another pair, like Pyramus and Thisbe, talk not through a chink, but round a post, and no lion molests them. On one occasion, though, a small "rough" hustled little Thisbe so that she fell down a step or two and was picked up with great lamentation by her mates. He never did the base deed again, for Pyramus fell upon him as he retired, and so pummeled him that he roared for mercy, when the wrathful lover cast the ruffian's cap into the street with direful threats for the future, while all the other gentlemen applauded wildly.

On the whole, the little loves seem to run smoothly, and no one cares who is richest, who has the most grandmothers, or whose father is in the genteel business.

An Arcadian state of things that even the most sanguine believer in the millennium can hardly hope to see established ; but it is very pretty to watch, and it keeps one's faith fresh in the old-fashioned idea that love makes all equal if it only be strong and pure enough.

A bell rung by some invisible hand daily calls the little people from play to study, and trooping in, they leave the garden empty. But presently the sound of many childish voices ringing sweetly makes music for the street, and passers by pause a minute to listen, then go on with a smile and a tender thought for the small singers.

As I shut my window I end the little sermon I have been preaching to myself by wondering if big Boston, the city of my love and pride, will ever be like the Kindergarten over the way. A little world full of busy, happy souls, helping and loving one another, obeying promptly the call of an unseen teacher when summoned from their pleasures to their duties, and making cheerful music of their lives till it shall be heard above the turmoil of the world, singing such brave, sweet songs, that strangers passing by shall stop to listen, and go on with a grateful smile, the better for the lesson unconsciously bestowed.—*Louisa M. Alcott, in Youth's Companion.*

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**COST OF EDUCATION.**—The average amount of the necessary expenses for the year, at Oxford, for what is called an unattached student, is about \$236 ; and the results "prove that a careful student can get through his Oxford career for £50 a year"—about \$250. The amount of intellectual life and industry developed by the unattached system compares favorably with that common among the average members of a college. \$250 a year would be considered by most boys at American colleges as a small allowance for a year's expenses. In round numbers, and including only the necessities of life, such as board, washing and tuition, the total cost of living at American colleges ranges from \$200 to \$400. These figures will cover only necessary expenses. Traveling expenses, clothes, and the cost of personal indulgences, cannot be estimated.

## VASSAR COLLEGE.

SOME time since the United States Commissioner of Education requested President Raymond to furnish, for transmission to the Vienna Exposition, "a statement of the aims and resources, the plan of organization and methods of instruction, of Vassar College." Dr. Raymond's reply, which has just been issued in pamphlet form, contains much of interest on the subject of female education. Vassar is well enough known to need little historical notice. The grounds, buildings, and furniture, were given by Matthew Vassar of Poughkeepsie, who also bequeathed large sums for the establishment of several "Funds," one of which is designed to assist needy pupils. His gifts aggregated \$778,000. Other donations have been made by wealthy gentlemen. There was no lack of money, but although the buildings and apparatus were all supplied, the system of education had yet to be determined. Not only was there no precedent to refer to, for no female institution had before contemplated so thorough and complete a course of instruction, but little could be learned by studying the regular college curriculum. That curriculum was itself in an unsettled state, owing to the demands of science for greater recognition. A great clamor was raised to introduce "practical studies" into the course, and to pay less attention to the classics. But even had the college course been generally accepted as the best for boys, it would by no means be certain that it would meet the wants of girls. The domestic element demanded a large consideration in a female college. The pupils should, as far as possible, be assured the comforts and restraints of a home. Then, too, the claims of æsthetic culture must receive a larger share of attention than in a boys' college, for it was resolved, "that whatever might be added to former ideals of womanly culture on the score of breadth and thoroughness, there must be no lowering in the standard of womanly refinement and grace;" hence music, drawing, and painting, must be added to studies strictly disciplinary. It was therefore wisely resolved to adopt a provisional plan, until experience

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should have pointed out the best course to pursue. "The only prerequisites to admission were, that the candidates should be over fifteen years of age, and should be prepared for examination in arithmetic, English grammar, modern geography, and American history." Three hundred and fifty pupils were admitted the first year, but their examinations showed a great want of disciplinary preparation. They had little idea of the "real elements and processes of a higher education, and of the subjective conditions of mental growth and training." Dr. Raymond says: "The deepest impression made by these preliminary examinations on those who conducted them was this, that the grand desideratum for the higher education of women was *regulation*, authoritative and peremptory. Granting that the college system for young men, coming down from an age of narrow prescription and rigid uniformity, needed expansion, relaxation, a wider variety of studies and freer scope for individual choice, there was evidently no such call in a college for women. In the field of '*female education*,' without endowments, without universities or other institutions of recognized authority, without a history or even a generally accepted theory, there was really no established *system* at all; and a system was, of all things, the thing most urgently demanded. That it should be a perfect system was less important than that it should be definite and fixed, based upon intelligent and well-considered principles, and adhered to irrespective of the taste and fancies and crude speculations of the students or their friends. The young women who, all over the land, were urging so importunate a claim for thorough intellectual culture, should first of all be taught what are the unalterable conditions of a thorough culture, alike for women and for men, and should be held to those conditions, just as young men are held, whether they 'liked' the discipline or not. The rising interest in the subject of woman's education, which so signally marked the recent progress of public sentiment, required a channel through which it might be directed to positive results. If Vassar College had a mission, was it not, clearly, to contribute something to that consummation? To adopt the 'University System,' or any other based on the purely



optional principle, was manifestly to throw away the opportunity, and to use whatever of power and influence the College might have derived from the munificence of its founder to perpetuate the deplorable state of things which it had been his chief desire to assist in changing."

In the middle of the second year an attempt was made to arrange the pupils in classes, but not until the end of the third year was this sufficiently accomplished to place Vassar in the rank of regular colleges. The present plan of study is the one which experience has approved. Until the middle of the second year the course of study is invariable, but after that it is partially elective. We say "partially elective," for the student is compelled to select a certain number of disciplinary studies, and the number of all branches which may be pursued at one time is limited to three, which have not been previously studied, and one art-study. The aim of Vassar is to develop girls mentally, morally, and physically, and it has pursued these objects with a large degree of success. It is accomplishing, however, a better end than the education of the few hundred students which attend there, for it is demonstrating the advantage to women of studying the highest branches, and by its experience it is acting as a guide to other female institutions, and raising their standards. It answers the clamor of many women for admission to boys' colleges. Not to mention more serious objections to mixed colleges, it would create confusion in the curriculum because of the necessity for the introduction of studies demanded by women; studies necessary not because women are not mentally capable of pursuing any branch which man can, but because they have use for different kinds of knowledge. So distinct would the two courses be that, in effect, there would be two institutions under one roof, unless indeed the professor of worsted dogs were to be incorporated among the regular faculty. Women need a thorough education and Vassar furnishes it, not only to its own students, but its experience will make many more such institutions possible. Its success under the difficulties it has encountered is most gratifying to the friends of female education.

*THE SCHOOLMASTER ABROAD.*

A TRIP to Europe has been the dream of many a teacher whose scanty income seemed to preclude the possibility of such a pleasure. But thanks to the reduced rates offered by a firm, who make it their business to organize such excursions, some have been able to go. On the 21st of June about 150 schoolmasters and schoolma'ams, professors of out of the way colleges and reverends, whom necessity compelled to teach as well as to preach, started on one of the Anchor line steamers. Their progress is necessarily rapid as many of them must return in time for the opening of the school year, and they have a great deal to see. Some will go as far as Rome, and some will not return with the party, but will travel or study for a time in Europe.

The Edinburgh *Courant* devotes nearly three columns to the party. The Lord Provost welcomed them to the city, at a meeting held the evening of their arrival. He said he could "not sufficiently congratulate the citizens on the arrival in Scotland of that distinguished party which had come from the United States, a party of American cousins, who were objects of peculiar interest, and whom at the same time they met with love as their sons and daughters, as coming from themselves." The speech was full of friendly sentiment, and his lordship concluded by offering the deputation, in the name of the citizens, a cordial welcome, and thanked them heartily for the honor of such a visit.

On Sunday the Rev. Dr. McGregor, who noticed many of the teachers in his congregation, said: "I cannot allow this service to close without saying to those from America, not only in the name of the clergy, but of our fellow-citizens, how heartily we welcome you to the ancient capital of Scotland. I trust you will carry with you many happy memories of your visit to this city and country, and the other lands in which you propose to travel before returning home. Such visits can hardly fail to be of advantage and mutual good, cementing the tie which binds us so firmly together, and which we hope, with God's blessing, will remain unbroken for many generations. Regarding you as the repre-

sentatives of one of the most blessed and sacred interests on the continent of America, regarding you as the representatives of American education, I may be allowed, in one word, to say how much we feel the hope of your great country is the hope of our own, that it does not lie in your vast material resources, nor in your national energy, nor in your commercial prosperity or enterprise, but in the sound education of your people, and in pure and undefiled religion, more and more prevailing throughout all your vast territory. We feel more and more that the salt which keeps the breath of society sweet, the salt that preserves a nation from moral corruption, is its righteous, God-fearing men and women. It is because we know that there is in the heart of the great American people true love to their Lord, loyalty to the Master, and fear of God, it is in consideration of that above all other causes, that we look forward to a great future for your nation, and a future of usefulness on its part to the world."

After leaving Edinburgh the tourists visited several other cities, and finally arrived at Derby, where they received a flattering public ovation. At the banquet in the evening toasts and music were agreeably intermingled. Mrs. Nelson, a teacher from Texas, asserted the right of women to speak in public, and drew a vivid picture of the discouragements and trials of teaching among the freedmen of the Southern States. The Earl of Shrewsbury and Talbot entertained the party for a day at Alton Towers, and altogether the educational tour bids fair to be a grand success. Paris, Vienna, the Rhine, Switzerland and Belgium are to be visited before the return home, which we believe is fixed for Aug. 31st.

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THE entire cost of the Lenox Library building will be between four and five hundred thousand dollars, wholly independent of the value of the lots upon which it is erected. It will thus be seen that Mr. Lenox's contribution to the city of New York is one which will stand almost alone in munificence.

## ANAESTHASIA.

SOME twelve years ago the discovery of anaesthesia was very fully discussed, in order to decide to whom belonged the honor of demonstrating the fact, that the human system can safely be reduced to a condition in which it becomes unconscious of the sufferings of disease, or the pains of surgical operations. The question has been revived, although we have seen no new arguments adduced.

Strictly speaking, neither Dr. Wells nor Dr. Morton can claim to be the discoverer of anaesthesia. It was known in the times of Herodotus that the vapor of burning hemp produced excitement and insensibility to pain. Thus speaking of the Massagetæ he says: "They have discovered other trees which produce fruit of a peculiar kind, which the inhabitants, when they meet together in companies, and have lit a fire, throw on the fire as they sit around in a circle, and by inhaling the fumes of the burning fruit which has been thrown on, they become intoxicated by the odor, just as the Greeks do by wine, and the more fruit is thrown on the more intoxicated they become, until they rise up to dance and betake themselves to singing." Homer mentions the effect upon Ulysses and his companions of drinking nepenthe, which was probably a decoction of hemp. A Chinese physician, Hoa-tho, who flourished some 1,500 years ago, was also familiar with some anaesthetizing agent.

Sir Humphrey Davy used nitrous oxide gas, and describes its effect upon him. He adds: "As nitrous oxide in its extensive operation appears capable of destroying physical pain, it may probably be used with advantage during surgical operations in which no great effusion of blood takes place." Thus the honor of discovering anaesthesia cannot be said to belong either to Dr. Wells or to Dr. Morton. The question is, who developed it sufficiently to make it of practical use in surgery? In 1844 Dr. Colton was traveling in New England with his famous exhibition of nitrous oxide, or laughing gas. Wells witnessed its effects, and conceived the idea that it might be employed as an anaesthetic. At his request Dr. Colton administered it to him,

and while under its effects he had a tooth extracted, without any feeling of pain. Elated with his discovery, he went to Boston to lay it before the medical faculty, but the one experiment which was allowed him failed, and he was pronounced a humbug. He returned home in disgust, but after a time came to New York.

In the meantime, Dr. Morton had been experimenting in New York, and was successfully using sulphuric ether. Thus Dr. Wells found his discovery superseded, and his claims denied. This so worked upon his mind, that in 1848 he killed himself. From the evidence we have, it would appear that while Dr. Wells demonstrated the possibility of using an anaesthetic, Dr. Morton developed the idea, and made its employment practicable. To both is due the warmest praise and gratitude, for few discoveries have added more to our comfort.

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#### *THE BEARING OF THE KINDERGARTEN.*

DR. SAMUEL OSGOOD is constantly using his abundant leisure, his keen observation and his ready pen, to some purpose. We hope that he may frequently bring his pen to move on the "Educational Question." In Harpers' Easy Chair for August he discusses the Kindergarten:

Switzerland has led off in the true culture of the faculties through Pestalozzi; and Germany, through Fröbel, has developed the scientific method of Pestalozzi in his effective and winning educational art. The Kindergarten is a great fact and a far greater promise. It is a sign of the new education that is to train our boys and girls for the science and the art of common life. It means to restore the old paradise and to keep the devil out. Look in upon that company of twenty or thirty boys and girls who are under the guidance of an accomplished pupil of Fröbel with her assistants. You find them at their lunch around two tables, and laughing and talking as merrily as birds hop and chatter. Glance at the spacious and airy rooms, and you see little that looks

like keeping school. There are flowers and pictures and birds, and everything pleasant and enlivening. Examine the cabinet of apparatus and the specimens of work. You find no books, but here are geometric blocks of many kinds, paper and sticks for various tasks of the ready fingers and the restless fancy. Here are balls of all sizes for study and play, and the whole aim evidently is to lead the child to see nature and life for himself, and learn to know real objects instead of mere words.

Now lunch is over, and a basket is brought in which holds what looks like a lump of ice covered with cloth. The cloth is taken off, and there is a large piece of clay for modeling. Squares of board are distributed to the scholars, and the clay is divided among them in due proportion, with modeling sticks of the simplest form. The teacher asks of the scholars, in turn, what they propose making, and they reply at once. One says, "I will make a plate;" another, "a basket;" another, "a house;" another, "a snake;" another, "some fowls;" another, "a bird's nest;" another, "a basket of flowers;" another, "a cake," and so on to the last scholar. To work merrily they go, breaking out now and then in a cheery song, until, with quite different degrees of success, their work is done. The bird's nest and the basket of flowers and a few other things are quite pretty, while the house and the hens may need some help from imagination to interpret their construction. But all are wide awake, and senses and fingers and thought and fancy are all astir. It is substantial education, and the foundation of wholesome labor and artistic training. This is an exercise that comes only once a week. This over, it is time to rise from the work-bench and go to the more open room for more stirring movements, and for plays, with motions and songs that represent the farm, or garden, or workshop, and carry joy and good-will into every gesture and tone. Soon school is done, for it lasts only three hours, and the merry, rosy girls and boys come to you, as they go out, and take your hand and give you a graceful courtesy or bow that is worth more than any stately etiquette of courts.

This is a glance at the Kindergarten on Fröbel's plan, and it is evidently a method of training that allows of the utmost

variety of adaptation, and invites both loving enterprise and artistic originality without limits. If Fröbel had, as some say, more ingenuity and vivacity than inspiration and depth, and if too much of his song is doggerel, and his views smack too much of materialism, these failings do not belong to the principle, but to the man, and he has started a movement which is likely wholly to revolutionize the education of children, and to tell strongly upon all ages of study. Our young people must see things as they are, and learn to observe, compare, judge, and act for themselves, or they will be a set of imbecile pedants in a world that is now calling them to have their eyes open and their hands ready, or go to the wall. If the true method is carried out, there is no danger of losing either high inspiration or solid utility. If we open our senses to nature and life, and stir ourselves bravely in all needed play and exercise, the intuitive and spontaneous faculties of the reason and will are sure to report themselves, and good healthy affections will give heart and glee to our movement. So, too, the best working training comes, and health and intelligence and good-will that start from right principles go forward bravely to their life-work. All this we need, for never before were men called upon to judge and act upon such great principles and interests as now, and civil justice and social science are submitted to our judgment and vote.

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THE opinion has been frequently expressed of late that the English tongue is fast becoming the language of the world. In Siam, the king has established two English schools for the education of the sons of his nobles. These future Asiatic aristocrats are to be able to converse with, and to be able to read the literature of, the people of England and the United States. French may remain the language of courts, but the commercial tongue of the world is undoubtedly English, and the knowledge of it is spreading with every fresh port in Asia and Africa opened to commerce. Japan has adopted it as the official language.



*NATIONAL EDUCATIONAL ASSOCIATION.*

THE National Educational Association was convened at Elmira, Aug. 5th. The opening exercises were very brief, consisting of a prayer by Rev. Dr. George of Elmira, and several motions referring to the appointment of committees. Mayor Caldwell, and Mr. Diven, President of the Elmira Board of Education, delivered addresses of welcome, which were responded to by Mr. B. G. Northrop, President of the Association.

The first question discussed was: "Ought the Chinese and Japanese indemnities to be refunded unconditionally, or devoted to specific educational purposes?" The President rose, with most commendable fairness, to explain that, for the present, he had abandoned his intention of going to Japan, as Minister of Education—hence his utterances on this occasion should not be taken as "official." This was highly appreciated by all who understood the merits of the Mori-Northrop-Japan affair. Hon. Edward Shippen, of Philadelphia, gave a short history of the fund, which he declared was extortionate in amount, and, after noticing the great interest in education among the Japanese, urged the unconditional return of the money, being certain that it would be used for educational purposes only. President Northrop and Dr. McCosh spoke on the question, the latter urging the imposition of such conditions as would prevent it from being diverted from its intended purpose. After remarks by several others, the matter was referred to a special committee.

The afternoon meetings were devoted to the discussion of questions by the various departments into which the association is divided. The Normal Department discussed the question of "The duties and dangers of normal schools," which was opened by Richard Edwards, President of Illinois Normal University, and "To what extent and in what way ought a normal school to conform its plans to the wants of the region in which it is located?"

Before the department of Elementary Instruction there were delivered two papers on elementary reading, and

before the department of Superintendents, A. J. Rickoff, Superintendent of Schools in Cleveland, Ohio, read a paper "School-house Plans." Perhaps the most interesting paper of the afternoon was that upon a National University, read before the department of Higher Instruction by President Eliot, of Harvard. He first told how little had been thus far done with reference to this subject by the association, and then, examining the legislation upon the subject, declared it to be loose, crude, undignified, and unworthy of the subject. He closed by saying that in his opinion, a national university was inconsistent with the spirit of American institutions. The paper was most suggestive, and the debate which followed was warm. The general opinion seemed to tend to the idea that a national university, under the charge of the General Government, was not desirable.

At the opening of the evening session Dr. Reid, of the University of Virginia, delivered an obituary address, eulogistic of Dr. Wm. H. McGuffey. The Chairman then introduced Dr. McCosh, who was to speak on "Upper Schools." He began by declaring that the American school system, while very good in some particulars, was deficient in others. It lacked an organized system of superintendence and inspection by highly-cultivated men, well paid and ready to examine any school, at any time. Speaking of American colleges, which in his opinion impart as high and useful an education to the general mass of students as the Universities of Oxford, Cambridge, or Berlin, he said they failed only in cultivating a few special and very far advanced students. If this were remedied by raising the standard of admission, and offering encouragements to original research by graduate fellowships, American universities would combine with their own excellencies those of foreign institutions. But our universities cannot raise the standard of admission because of the lack of upper schools, and the low grade of those which exist. For the sake of comparison, he then gave a review of the classical gymnasia, and mathematical and scientific schools of Germany; of the endowed schools of England, and of other European countries. Then turning to American schools,

of which he affirmed there were not enough, he discussed the way in which the ninety millions' worth of unappropriated public lands, or a part of them, ought to be applied to educational purposes, so as to do most good. He thought it should not be given to agricultural schools, but should be applied in the Northern, Middle and Western States to the cause of higher education, and in the Southern States, under certain conditions, for the support of primary and higher schools.

The programme announced for the second day was a continuation of the debate on Dr. McCosh's paper on "Upper Schools," and the consideration of two other questions, but Dr. McCosh attacked the land grants to Agricultural Colleges in such a trenchant manner, and threw out so many suggestions, that the entire morning session was devoted to the consideration of that one subject. The points made by the speaker were that the endowment was partially distributed, that the schools when endowed do not do much good, and that they are not after all really agricultural colleges. He advocated using public lands to establish upper schools, which should act as feeders to the colleges. The debate was closed by referring the question to a committee, who are to report at the next session of the association.

The afternoon session was occupied by the four departments separately. Before that of Normal Schools Miss Lathrop, Principal of the Training Schools at Cincinnati, read an essay upon the place of training schools in normal school work. Before the same department, Mr. Dickinson, Principal of the Massachusetts Normal School, at Westfield, read a paper upon elementary and scientific knowledge. The Department of Superintendence held no session. Before the Department of Elementary Schools, two papers were read. One was by Mr. McVicar, Principal of the New York Normal School at Pottsdam, on the principles and methods of illustrating in arithmetic. The second discussed the question, "How may the elementary school instruction be made more useful to the future citizen?" This was by Mr. Harrington, Superintendent of Schools, New Bedford, Mass.

The most interesting afternoon session of the second day, was that of the Department of Higher Instruction, before which Prof. Joynes, of Washington and Lee University, Virginia, read an exceedingly interesting and able paper upon the study of the classics. The discussion which followed was interesting, because of the vigorous attack which was made upon the study of the classical languages. President Eliot was asked to state his opinion as to whether the study of Greek or German afforded superior advantages to the student. He said that the study of Greek was better, because that was the more perfectly inflected language, and because of the beauty of its literature; but it was so slightly superior, that the practical advantages to be derived from the study of German would turn the scales in its favor, especially wherever only one of the two languages could be studied. Prof. Mears, of Hamilton, was a most earnest supporter of the necessity of Latin and Greek to a liberal education.

At the evening session of the General Association, the paper of Richard Edwards, President of the Illinois Normal University, upon the question, "How much culture shall be imparted in our free schools?" was read by Mr. Carleton, Mr. Edwards being too ill to be present. He took an advanced view of the subject, and recommended imparting a very high culture. Mr. Wickersham, Superintendent of schools of Pennsylvania, who opened the discussion, differed only slightly from this opinion. All the culture practical should be afforded, and the limit would be found in public opinion, and the wealth of the community. Then alluding, by implication, to President Eliot's contrary opinion, he said that in his view the Government was as much warranted in supplying high as elementary instruction. After a short speech by Prof. Atkinson, Prof. Atherton, of Rutgers College, New Brunswick, N. J., read a long and carefully prepared paper upon the relation of the General Government to Education. He favored the fostering of both higher and elementary education by the Government, and the use for this purpose of the public lands under stringent conditions. That portion of the paper which was devoted to a review of what the Government has already done for the

promotion of higher education, presented a careful statement of the present condition and resources of the so-called Agricultural Colleges. This exhibit was a surprise even to the friends of those institutions, and was accepted by the Association as a complete refutation of the ill-advised attack upon them.

The morning session of the third day was largely occupied by a discussion of Prof. Atherton's able paper, read the previous evening. Mr. Newell, of Maryland, defended the school system of his State from some criticisms made upon it by Prof. Atherton. He thought that, instead of being "a sort of a system," it was not equalled by that of any other State, and he defended his opinion by an analysis of the law on the subject. Dr. Van Bokkelen, formerly of Maryland, spoke to the same effect, and added a wish that the education afforded in our public schools might be of the highest grades.

Mr. Hancock, of Ohio, approved of education by the Government, because he knew of no nation whose people had been thoroughly taught by private enterprise. He then offered a resolution to the effect that the funds derived from the sale of public lands ought to be devoted to educational purposes. The resolution was referred to the Committee on Resolutions, after which Prof. Atkinson, of the Boston Institute of Technology, said he approved of the resolution, but in his opinion the system of Government schools ought never to supersede the present. Mr. Brown, of Louisiana, then spoke of education in the South. He was followed by Prof. Atherton, who answered the objections which had been made to his paper on the "Relation of the General Government to Education."

Dr. McCosh then made another attack on the Agricultural Colleges. This subject is one which, by its connection with other questions, very frequently came before the convention. The debates upon it were the warmest of the session, and called forth the ablest speeches and most abundant applause. Mr. Gibbs was the next speaker, his subject being "Education in the Southern States." He was formerly Secretary of State in Florida, is now the Superintendent of its schools, and is the first negro ever appointed to

such a position. His paper was long, ably prepared, and greeted with much applause. He was followed in the discussion by President Fairchild, of Berea College, Kentucky.

Ex-Gov. Seymour, of New York, delivered a brief address, after which letters were read from President Grant and Gov. Dix, expressing heart-felt sympathy with the object of the association, and regretting their inability to be present at its sessions.

The only paper read before the Normal Department in the afternoon, was one by Mr. Buckham, Principal of the State Normal School at Buffalo, upon the "Relative Contribution of Scholarship and Methods to the Power of the Teacher." The Department of Elementary Instruction discussed the question: "What number of school hours daily is most profitable for children under ten years of age," the subject being opened by Mr. Rickoff, Superintendent of the Ohio schools. Mr. J. W. Dickinson, of Massachusetts, then read a report on the Kindergarten. Before the Department of Superintendence, Mr. Eliot, Chancellor of Washington University, Missouri, read a paper upon Western university education.

The exercises before the Department of Higher Instruction were the best attended, and the most interesting of the afternoon. The subject was "A Liberal Education for the Nineteenth Century," by Prof. Atkinson, of the Boston Institute of Technology. He took a very advanced view of the question, favoring an increase in the amount of study of the modern languages, and a corresponding decrease in the classical languages learned. He also thought that mathematics were now studied in a wrong and awkward manner. The paper was elaborate and careful, and hopes that it would be published were expressed.

The closing exercises were of a fragmentary character, owing to the absence of some gentlemen who were to have read papers. The President filled up the time by calling upon prominent men from the various States to address the association. The reports of committees were presented and acted upon.

President Northrop then introduced his successor, Mr. S. H. White, of Illinois, who expressed his thanks for the honor and his hopes for the future success of the association,

which, after singing "Old Hundred," adjourned until next year.

This meeting was one of the best, if not the very best, ever held by the National Educational Association. The usefulness of the association is certainly increasing. The questions discussed become each year more practical, and broader, and higher. Representative men from all parts of the country attended and in goodly numbers; "the college men" were present, the younger as well as the older ones. Prominent among the young college men were President Eliot, of Harvard, Prof. Atherton, of Rutgers, Prof. Joynes, of Lee University, and Prof. Hayes, of Washington and Jefferson College; the older ones were represented by Dr. Reid, of the University of Missouri, Dr. McCosh, of Princeton, and many others. The principals of many of our better private schools were also in attendance. Last, but not least, was a large delegation of the active, philanthropic gentlemen who represent the leading school-book publishers. As usual, they contributed not a little to the spirit and interest of the occasion. It has been said, and with much truth, that an Educational Convention, without the Book Agents, would not amount to much.

With the exception of the presiding officer, Dr. McCosh was the most conspicuous person in attendance. His venerable appearance, peculiar delivery, and readiness to speak on any and every question, made him a marked object of attention from the first. Towards the end of the session his assumption of educational infallibility became wearisome. His careless expressions as to the educational advantages of Virginia brought upon him, what most men would have considered, a severe snubbing. His absurd attack upon Agricultural Colleges, lugged in under the cloak of "Upper Schools," was manifestly a bit of spite because the legislature of New Jersey had not entrusted the agricultural grant to the care of Dr. McCosh and Princeton College. He also had the bad taste to boast of his "courage" in influencing Congressmen against an additional land grant for the benefit of Agricultural Colleges. Such Congressmen and other American citizens as observed his last winter's performances did not call them "courageous!" The associa-



tion, through Mr. Northrop, gave him every possible opportunity to harangue, and in one case he was allowed to close a discussion against all fairness and the usages of the association. The reading of Prof. Atherton's excellent paper on "The Relation of the General Government to Education," called out considerable discussion, which it was agreed should be closed by Prof. Atherton, but after the presiding officer had called upon him to make his closing speech, Dr. McCosh allowed himself and was allowed by the President to make still another speech, in which he seized the opportunity to renew his attack upon Agricultural Colleges. This betrayal of trust on the part of the President was severely censured; but the Association set the matter right by directing the Secretary to place Prof. Atherton's remarks last, with such incidental reply as he might wish to make to what had been said after his proper closing of the discussion.

The unfair advantages given to Dr. McCosh by Mr. Northrop were probably the result of a mutual admiration society, made up of these two gentlemen. The former once declared the latter, "one of the soundest educators in America," for which he got in return during the session the assurance, that, "whatever was excellent in the school laws of New Jersey was due to Dr. McCosh"! We were not aware that the excellent school system of New Jersey was of such recent growth, nor did we suppose ourselves so very badly off for "sound educators." Dr. McCosh found that his careless assertions would not be received unquestioned by the thoughtful body of teachers attending the meeting; nor could he get the resolution passed against Agricultural Colleges, even after reading his paper on "Upper Schools," which had evidently been prepared for that express purpose.

Mr. Northrop presided with the usual "grace and dignity" during the most of the sessions, and seemed anxious to please all present, and to make everything clear and plain to all, even though he was obliged to rise very frequently to elucidate what may have been said, or to explain what might admit of any further possible explanation. Some time ago one of the committee which nominated Mr. Northrop felt called upon to explain his reasons for consenting to the

nomination. His idea was that we owed Japan a compliment for taking Mr. Northrop off our hands, and he voted for him thinking he would not be here to preside. In view of the general manner in which Mr. Northrop discharged his duties as president of the association this explanation might seem quite unnecessary and uncalled for.

The place for holding the convention was happily chosen. No city in New York State affords better places for holding the meetings, and better people for entertaining the members of the association than Elmira. The local committee was most affable, prompt, efficient, and indefatigable. They had made every preparation and had forgotten nothing that could contribute to the comfort and success of the convention.



#### *NEW YORK STATE TEACHERS' ASSOCIATION.*

THE twenty-eighth annual meeting of this Association began at Utica July 24th, the President, Edward Danforth, in the chair. After an address of welcome from the Mayor, the President delivered his annual address. He gave a concise history of the public school system of the State, and then directed attention to the present methods of instruction. "There is a disposition for the display of ostentatious learning, rather than useful culture, a desire for immediate results rather than for the gradual healthy development of the mind. The remedy for this evil of 'cramming' is to be found in an adequate supply of qualified teachers, and in a more thorough supervision of the schools."

The report of the Standing Committee on Education was made. Among its recommendations the most important was, that the office of School Commissioner be removed out of the sphere of local politics, and that the appointments be made hereafter by the State Superintendent, or by any appointing board chosen by the Governor; and, further, that the salary of the Commissioner be so increased as to secure competent men, who will devote their whole time to the

duties of the office. During the evening Dr. Lewis, of Boston, delivered a very entertaining and interesting lecture on "Eyes and Ears."

On the following days papers were read by Prof. Hannibal Smith, of Watertown, on "The Academy as an Organic Part of a System of Public Education;" by Superintendent Beattie on "Supervision in Cities;" by Commissioner Selden, of Genesee County, "On Supervision in the County Districts;" by Prof. McVicar, of the State Normal School at Potsdam, on "Improved Methods of Education;" and by Dr. Jewell, of Greenbush, on "Teachers' Institutes—their Necessity and Inefficiency." Committees were appointed to devise a plan for the organization of an institute that shall secure the attendance of the best educators of the State to carry out reform, and to procure from the Legislature an appropriation of \$15,000 for the expenses of teachers at the State Teachers' Association. At the election of officers, Mr. Andrew McMillan, of Utica, was chosen president for the present year. The meetings of the Association were well attended, and much interest was manifested in the discussion of the papers read.

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#### UNIVERSITY CONVOCATION.

THE tenth annual University Convocation was held at Albany July 29th, 30th and 31st. Chancellor John V. L. Pruyn presided. The exercises were highly interesting, a variety of subjects being discussed. The relation of science to religion received much attention. The ministry as a class have been accused of hostility to science, but the truth is that they are ready to accept scientific facts established beyond a doubt. The ministry is not opposed to *true* science. A paper on the "Duty of Academies" was read by Mr. Elisha Curtis, in which he urged the importance of raising the standard of those institutions. They fit a large majority of teachers for their work, and it is necessary that they should be improved. Interesting discussions were held upon the importance of the moral element in

teaching, the æsthetics of language, and the study of the classics. The sessions of the third day were devoted to the discussion of grammar, and the consideration of the advisability of combining religious with secular instruction. Chancellor Pruyn was elected to represent the convocation at Brussels in October next, at the meeting called to frame an international code of laws, looking to the preservation of peace among the nations. Some of the papers read during the convocation were ably prepared and will, when printed, be valuable accessions to educational literature.

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#### CONVENTION OF GERMAN TEACHERS.

ON the 28th of July the German Teachers' National Association assembled in St. Louis. Mr. W. T. Harris, Superintendent of the St. Louis public schools, made an address of welcome. He noticed the efforts which have been made to incorporate German into the studies of the common schools, and the obstacles which had been encountered. The object is twofold ; to preserve for the German-American the continuity of his historical connection with his fatherland, and to furnish a bridge over which the American approaches the German, by learning a foreign language for the sake of business and culture. In the schools both classes of pupils study English. Dr. Douai read the report of the committee delegated to the Boston National Teachers' Association, by the third German-American Teachers' Association. The purpose of the delegation, which was to establish more cordial relations between the Associations, was fully accomplished. A committee was appointed to lay before the Elmira Convention a plan for the establishment of Kindergarten in the public schools. Dr. Christin, German Superintendent of the Public Schools of St. Louis, presented a report of German instruction in that city, from which we make the following extracts: 11,838 pupils participate in German instruction ; of these 8,281 are German-Americans, and 3,557 Anglo-Americans. The

latter constitute about one-third of the entire number; 246 of these, 156 Anglo-Americans, and 90 Germans, visit the High School and its branches. They are taught by five teachers, in twelve classes, at the rate of about forty-five per day. The district schools are visited by 8,191 German-Americans and 3,401 Anglo-Americans—in all 11,592. These 11,592 pupils, who participate in the German instruction, receive their lessons in 666 classes and by sixty-four teachers.

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#### *PHILOLOGICAL CONVENTION.*

THE fifth annual convention of the American Philological Association met at Easton, Pa., July 22d. At the opening exercises addresses were made by the President, Dr. Kendrick, of the University of Rochester. Papers were read by Prof. Louis R. Packard, of Yale, "On Some Points in the Life of Thucydides," and by other members on "Some Passages in the Germania of Tacitus," and "A Vocabulary of the Language of the Indians of San Blas, and Caledonia Bay, Isthmus of Darien." Prof. Fischer, of Rutgers, Prof. March, of Lafayette, Prof. Allen, of the University of Wisconsin, and others participated in an interesting discussion upon these papers. On the second day some of the subjects discussed were, "The Great Harris Papyrus," a manuscript found in a mummy-pit in Thebes, "English Grammatical Terminology," "The Old Italian Language," "Classification of Greek Conditional Sentences," and "Method of study of Comparative Philology in a College course." During the day a series of resolutions were passed in memory of Prof. Hadley. At the third days' session papers were read on "Latin Pronunciation," "The Acquisition of a Double Mother Tongue," "The Pronunciation of Latin as Presented in Recent Grammars," "Latin Discussions of Grimm's Laws," and "The Specific use of English Words."

The next meeting will be held at Hartford, Conn., July 14th, 1874. An address by Dr. Kendrick closed the convention. Francis H. March, of Lafayette College, was elected president for the ensuing year.

## CREAM OF THE EDUCATIONAL MONTHLIES.

THE first article in the *American Journal of Education* advocates the study of entomology, preferring it to botany because it deals with sentient life, and rejecting zoölogy and ornithology, because of the difficulty in obtaining specimens. As another writer in this paper observes, charts are often of more use than specimens in teaching, because many specimens give no more just idea of the creature represented, than does a dried herring of the finny inhabitants of the river. There are ornithological and zoölogical charts so excellent, that, by their aid, those sciences can be profitably pursued. Their economic value far surpasses that of entomology, while they all cultivate equally habits of close and accurate observation, and careful analysis. The author argues that by this study of entomology we will be able to promote the increase of the beneficial species. Now bugs are well enough in their way, but we do not feel like encouraging their increase, nor do we well see how we should set about it. "Illiterateness & Science" maintains the necessity of Latin for scientific men, since their vocabulary is so largely drawn from that language. It is needful for culture too, for, as it is, the majority of graduates from our scientific schools cannot speak, or as the writer has it "talk," good English. An excellent feature of the *Journal* is its correspondence from various States.

Mrs. Lane's explanation of the Kindergarten system, and her summary of its advantages, in the *California Teacher*, will be appreciated by many who have no clear idea of aims and the *modus operandi* of Froebel's system. Its success, and consequent rapid introduction into our schools, has raised up a number of pretenders who really know nothing about it. Its aim is to make the subject of elementary instruction as comprehensible and easy as possible, and its system is really nothing but a development of what every intelligent mother does for the education of her child. Its principal benefit is that it does not torment a child with learning dry details before his brain becomes fairly matured, but teaches him in a more sensible way. The success of the Kindergarten and

Object Teaching system is undoubted, but there is danger of pursuing them too far. Herbert Spencer announced an important educational principle when he said: "Up to a certain point, appliances are needful for results; but, beyond that point, results decrease as appliances increase." The other subjects treated of in the Teacher are: "Object Teaching," "Primary Drawing Lessons," and "Instructions regarding the Course of Studies."

*The Kansas Educational Journal.*—Contents: "The State Association," "Is it right?" and a few editorial notes. The author of *Is it right?* condemns the action of some teachers, who, after graduating from the Normal School, abandon teaching at the first opportunity. He argues that since the State has furnished them with books and tuition free, it has a moral right to demand that they should teach for at least a reasonable time. This is sound reasoning, but we suspect that the State gets a fair return for its outlay; the deficit of the few is made up by placing all upon starvation allowance. It is not strange that people should be anxious to leave a profession demanding so much preparation, and furnishing such small returns. It is certainly a detriment to the schools to change teachers often, but we know no remedy for the evil so effectual as an increase of salary. Improvement in this is gradually going on, but it is so very gradual that it is discouraging. The *Journal* will hereafter be published twice each month instead of monthly.

*Pennsylvania School Journal.*—Contents: "Our Lost Children," "How I made my School-room attractive," "Obstacles Ignored," "Geographical Teaching," etc. The August number of the *Journal* is fully up to its high standard, and, would space permit, we would like to notice several of its articles. Annabell Lee touches upon a practical subject, and tells, in a pleasant way, how she made her school-room attractive. Although the name is an assumed one, we are assured that she relates an actual experience. A persistent attack upon the directors secured maps, curtains, and a stove; a concert given by the school paid for some charts; and subscriptions, always headed by the teacher, raised money for a looking-glass, towels, &c. In addition, engravings from magazines, and pictures from illustrated papers, were framed



in straw and hung upon the walls. Better than all, a library was commenced, and is constantly increasing in size and value. The result of these labors is that the room is much more attractive than it formerly was; but a still better effect is, that it has brought the teacher and pupils nearer together. It is a great thing to get children to feel that their teacher is interested in them. They yield a readier obedience, and work more faithfully to "please teacher." We hope her success will encourage others to beautify their school-rooms.

"Is there not too much time wasted in our Schools?" is a question raised in *The School*. The writer thinks that spelling and reading occupy too much time, and that they could be learned more rapidly by the word method. It is true that these studies are pursued for several years, but we must not forget that writing, history, geography, grammar, and arithmetic, are taught in connection with them, so the pupils after all accomplish a great deal. The attention given to arithmetic, and especially to higher mathematics, is regarded by the writer in the *School* as excessive. These "mathematical curiosities" are valuable: training is of more worth than knowledge in schools. In this view it is not at all strange that mathematics should, in this practical age, hold an honored place in schools from which Latin has been excluded, because its practical utility is doubted. The neglect of teachers to lead pupils to apply their knowledge to every day life is noted in the *other original article* of the *School*. It is a real evil. In grammar, for example, children learn to conjugate "I am," "thou art," &c., and in conversation say, "I be." It is true that home association is partly responsible for this, but the teacher is answerable in a greater degree.

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THE Northwestern Christian University is to be removed from its present location at Indianapolis, Indiana, to Irvington, a town three or four miles east of the city. It obtains a fine campus and \$150,000 by the removal, and expects to sell its property in the city for \$300,000, which will make a fine endowment.

## CORRESPONDENCE.

## DISTEMPERED CRITICISM.

“DEATH, Sir!” cried the indignant Dennis, in Pope’s famous satire, “criticism is no distemper, but a divine art!” And though the satirist put these words into the critic’s mouth as a bombastic flourish, they convey scarcely more than the truth. A sound, healthful criticism is to literature what gardening is to flowers; its office is not merely the uprooting of weeds and the pruning away of excrescences; its nobler and more important function is to tend and cherish the valuable plants, and to foster their growth and development. A person whose sole idea of horticulture was to hack and slash away among the shrubs and flowers, intent only upon displaying the keenness of his knife or the vigor of his arm, would hardly be called a gardener; and a literary censor whose views of his own calling are similarly limited, can hardly be termed a critic—or, if a critic, one to whom criticism is not a divine art, but a distemper.

I have been led to these remarks by reading an article in the June number of the AMERICAN EDUCATIONAL MONTHLY, in which an assault, apparently intended to be very severe, is made upon Prof. Holmes’s *First Lessons in English Grammar*. In the case of this assailant, his criticism is very evidently not an art, but a distemper. The characteristic symptom, which enables me to speak so confidently, was noted by Galen some seventeen centuries ago, and called *karpologia*. I find it here very well marked. It consists in a fretful and pertinacious picking at imaginary specks, straws, and the like, and indicates, physicians tell us, a very enfeebled condition of the brain.

Under these melancholy circumstances, the reviewer begins by informing us that he “believes in illustrations,” that they “are efficient and admirable aids in imparting instruction.” “In geometry and surveying,” he proceeds, “cuts and diagrams are almost indispensable.” Here be truths, no doubt; but are these what are called illustrations? It will certainly be news to many young geometers, racking their brains over Euclid, to know that they are

studying an illustrated edition of that abstract work. Certainly, if this be the meaning of illustration, the critic is quite right in saying that it can but rarely be applied to grammar, nor does he charge Prof. Holmes with the attempt. The crime in his eyes is, that when the author was debarred from one mode of illustration, he should venture on any other; the absurdity that acidulates his blood, is that a grammar—even for young children—should have pictures in it.

Now, a critic who had not reached the karpologic state would probably have asked himself, "Do these little pictures render the book at all more attractive to young children—to whom, heaven help them! grammars are likely to be dull and repellent enough, let us do our best? Can they be used occasionally as giving a visible illustration of parts of the text? And if so, do they in any way interfere with the child's acquisition of grammar? If they do not so interfere, what reason is there for objecting to them?"

But our critic fastens upon three of these illustrations as "specimens" of that absurdity. "To illustrate that the component parts of the sentence 'Ships sail on the sea,' are words, the learner is called upon to view a picture, not of ships, but of a barque, a schooner, a sloop, and a row-boat, moving over tolerably rough water, the barque crossing the path of the schooner, and the two propelled by winds seemingly blowing in opposite directions." A barque, a schooner, a sloop, and a row-boat! Bless his nautical knowledge; though as to the opposite winds, he seems to have forgotten that vessels can sail on opposite tacks with the same wind. But it would seem that the reviewer never heard of *ships* as a generic term. Had he a share in the revision of the Bible, we suppose that instead of saying "there were also with him other little ships," he would render the passage "there were also with him small lateen-rigged xebecs and polaccas."

So "the illustration of conjunctions" by a picture representing a steam-tug towing a ship with a row-boat attached to it, is, in his opinion, "ridiculously absurd and meaningless." But suppose Prof. Holmes did not mean this cut as a diagram showing the use of conjunctions, but as a pictorial

presentation of the sentence beneath it: "The steam-tug *and* the ship *and* the boat," etc., which sentence illustrates the use of the conjunctions—suppose this, and where is the ridiculous absurdity of the picture?

But I fear our reviewer has a graver symptom than karpology, a symptom showing want of healthy tone in another organ than the brain, and this symptom is disingenuousness. When he says "the 'Practical Suggestions to Teachers,' . . . instead of following immediately after the preface, are placed as an appendix at the end of the volume, so that a teacher may not see them till he has gone through the book," why does he conceal the fact, which he must have noticed, that on the very first sentence of the first page of the text, the attention of teachers is expressly directed to these Practical Suggestions, and the page indicated on which they were to be found?

But when he says, "the directions to the learner as to the use he is expected to make of the 'Exercises' . . . are often placed after the exercises," he asserts what is simply not the fact. The directions, and the examples showing how to apply the directions, when such are given, are *uniformly* placed before the exercises; though sometimes additional use of them is suggested at the close.

Two more minute karpologic pickings at fancied specks, and an expression of general contempt, wind up this notable review, in the whole of which there is not only no sign of an attempt to see whether the book had merits, and what they were (which the reviewer evidently considered no part of his duty); but no attempt even to show that it is not, altogether, a very suitable book for its purpose, that of giving young children some intelligent idea of the rudiments of grammar: nor is there a particle of evidence that the reviewer himself is at all qualified to judge its suitability. Either the critic's power of fault-finding was by no means commensurate with his will, or the book itself must be singularly free from defects, since his whole indictment against it consists of two or three feeble pickings at straws, one disingenuous and one erroneous statement, and a flourish about what he could do if he had more space to do it in.

W. HAND BROWNE.

*EDUCATIONAL INTELLIGENCE.*

**ALABAMA.**—In consequence of the failure of a number of counties to forward proper annual reports within the time required, the school statistics are very incomplete. The State appropriation for 1872 was \$604,978.50, while \$2,082.47 remained in the treasury from the school funds of the previous year. Of this sum \$607,060.97, all but \$1,641.42 was expended for school purposes during 1872. The number of children is not given. The Superintendent of Public Instruction estimates that there are 383,000 persons in the State unable to read or write. Of these 92,000 are whites. A large number who are classed among the educated verge so closely on illiteracy, that, for practical uses, their education is of little avail. Horace Mann expressed the opinion that this class formed a third of the so-called educated. These added to the number quoted above give us in round numbers 589,000 illiterates. It is asserted that the uneducated voters of Alabama number 144,000. We must recollect, however, that a large number, about five-sixths, are negroes, who have not until lately had any educational advantages. The proportion of illiterates will, undoubtedly, decrease as the negro children, who are now attending school, grow up.

**GEORGIA.**—The State School Commissioner says: "It is not to be disguised that the effort, thus far, to establish a public school system for the State has resulted in comparative failure. It is well known, however, to all who have sought to inform themselves, that the causes of failure are not to be traced to anything inherent in the system itself, but to maladministration. With the State School Fund secured, as it now is by the wise legislation on that subject adopted by the last General Assembly, and with this fund promptly distributed and wisely used, we may hope to see a good work begun this year, which shall recommend itself by its fruits." The maladministration referred to is the appropriation of the school fund to other purposes. On October 1st, 1872, \$354,418.39 had been illegally used. The school population numbers about 370,000, but so many chil-

dren are obliged to work at home that probably not more than a third of that number will attend school.

ATHENS.—When the Georgia State University began again after the war, it was almost entirely disorganized. It had only fifty-seven students, five professors, and a capital of \$300. Now it has 320 students, sixteen professors, and excellent libraries, apparatus, etc.

INDIANA.—Each State Superintendent expresses alarm at the increasing number of persons unable to read or write. In Indiana the illiterates number 127,124, of whom 39,509 are voters. According to the last U. S. census there are 5,600,074 illiterates in the country. With few exceptions moral suasion is the only power employed against this mass of ignorance. State Superintendents, however, and those interested in education generally advocate the adoption of compulsory laws. The total school population of Indiana is 631,549, and of these 459,451 attend public schools. 12,246 teachers are employed. The estimated value of school property is \$9,199,480.15. Numerous new schools have been opened since the last report, and the old ones have been improved. Altogether the educational outlook in this State is good.

INDIANAPOLIS.—The expenditures of the public schools, for the year just closed, were \$240,000. The estimate for the year 1873-4 places them at \$300,000. Ten years ago they did not cost over \$10,000 a year.

PENNSYLVANIA.—The twentieth annual meeting of the Pennsylvania State Teachers' Association, which was held at Pittsburgh, adjourned Aug. 14th, after a three days' session. In the absence of the President, Edward Gideon, of Philadelphia, the first Vice-President, G. P. Hays, D.D., of Washington College, occupied the chair. Papers were read upon the following subjects: "Physical Features of the Mississippi Valley," by B. C. Jillson, of Pittsburgh; "Superintendency of City Schools," by Edward Shippen, of Philadelphia; "What can our Schools do to Quicken the Public Conscience?" by Edward Brooks, of Millersville; "Organization of Township Schools," by H. S. Jones, of

Erie; "Conflict between Science and Theology," by E. A. Wood, M.D., of Pittsburgh; "Natural Science in Public Schools," by Lemuel Amerman, of Mansfield; "Our Normal School Policy," by J. A. Cooper, of Edinboro'; "Moral Instruction," by E. H. Cook, of Columbus, Ohio; and a lecture on "Sound," illustrated by experiments, by A. A. Breneman, late of the State Agricultural College. After the reading of each paper, the subject was open for discussion by the members of the Association. The most interesting discussion was upon the paper read by Dr. Wood, of Pittsburgh, on "The Conflict between Science and Theology." The doctor seemed to maintain that theology had always opposed science, and had held back society in its progress. Incidentally he defended Darwinism. This aroused an animated discussion, in which Prof. Brooks, Principal of Millersville State Normal School, Dr. Cattell, President of Lafayette College, Easton, Prof. Burt, of Pittsburgh, Dr. Hays, President of Washington College, and one or two others, took part. It was probably the ablest discussion ever held before the Association.

There were 667 teachers enrolled, the fee being \$1 each. Fully one-half were from Alleghany County. The afternoons were spent in visiting the glass-works and other manufacturing establishments of the city, and in an excursion down the Ohio river.

George Lucky, of Pittsburgh, was chosen President of the Association for the next year, and the place of meeting for 1874 was fixed at Shippensburg, Cumberland County.

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"A MANUAL OF METHODS" for a Complete Public School Course of Instruction has been prepared by Henry Kiddle, A. M., City Superintendent of Public Instruction, New-York, Thos. F. Harrison, First Assistant Superintendent of Grammar Schools, New-York, and N. A. Calkins, First Assistant Superintendent of Primary Schools and Departments, New-York. This Manual has been arranged in a course of ten grades, each grade containing a list of subjects to be taught,



explanations as to the matter, and directions relative to the method of teaching. The usual school studies have been graded systematically, so that the Manual may be used in any city or country school. It will prove a reliable guide to any course of instruction. It is now in press, and will be ready within a few weeks.

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MISCELLANEA.

THE new telescope being made at Cambridgeport, Mass., for the Washington Observatory, will, it is said, be the largest in the world. The object glass will have a diameter of  $26\frac{1}{2}$  inches, and the tube a focal distance of 32 feet. The total cost of the telescope and its requisite machinery will be \$30,000, of which the object glass alone will cost \$27,000. It was cast in England, and finished in Massachusetts.

THE Social Science Congress is to be held at Norwich, England, from the 1st to the 8th of October next. There will be an exhibition of educational, sanitary, domestic and scientific appliances for improving the public health, and promoting education and the public welfare. The exhibition will be open to exhibitors from all parts.

WORKING of the optional system at Dartmouth: Calculus and Greek are optional during a part of the course. The following extract from the first recitation of a certain class in Calculus is instanced:

*Professor.*—"R., what is the object of studying Calculus?"

*R.*—"To get rid of Greek, sir."

MR. E. STEIGER'S collection of American Periodical Literature has been awarded a medal for merit at the Vienna Exposition.

ONE of the young ladies, recently examined in a Southern city, asserted, in answer to one of the questions, that Apogee and Perigee are States in South America.

DURING the past year \$135,840 were given to Southern schools from the Peabody fund.

THE new-fashioned degrees which the smaller academic institutions are in the habit of conferring so lavishly have so exasperated the Worcester (Mass.) *Spy* that it suggests as an appropriate sequence to the "M. E. L." (signifying "Mistress of English Literature") conferred by a ladies' seminary in New Jersey, the degree of "M. P. A." (signifying "Master of Primary Arithmetic") for the lowest grade of schools.

THE Syracuse University has organized a college of Fine Arts. Courses of study have been prepared in architecture and painting, each course extending through a period of four years. Prof. George F. Comfort, A.M., is dean of the school.

THE trustees of the Indiana State University have determined to increase the salaries of all professors who have served ten years or more from \$1,600 to \$2,000. The amount of the President's salary is changed from \$2,000 to \$2,500.

A JAPANESE paper states that three hundred and eighty-two Japanese students are studying in Europe, America and China. Of these five are women.

MICHIGAN University will have eighty-eight women students during the next college year. Nine will take the law course, thirty-seven the medical, and forty-two the academic.

A WESTERN post-mistress has resigned her position, because she cannot find time to read all the postal-cards and conscientiously discharge her other duties.

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### PUBLISHERS' DEPARTMENT.

RECREATION—THE SCHOOL STAGE.—Messrs. Wilson, Hinkle & Co., (Cincinnati and New York,) have just published *Venable's School Stage*, a Collection of Juvenile Acting Plays, for school and home. Sent by mail post-paid on receipt of price, \$1.25. A fuller announcement will appear in the next number of this journal.

A NEW WAY TO SEE STARS.—Dr. Clark's *Astronomical Lantern* will be ready in a few weeks. It consists of a tin lantern, with a ground-glass face.

Thirty-two constellations are photographed on semi-transparent slides.